

Indiana Textbook Adoption



Common Core Standards Alignment with SpringBoard® Mathematics, Grades 6–12

The College Board and Common Core

The College Board has been a partner in the Common Core State Standards Initiative from the beginning. The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) led the initiative to develop the Common Core State Standards. The Standards are the result of collaboration among many members of the education community, including the College Board, as well as input from the general public.

The College Board is proud of its collaboration with other education professionals who helped to write and review the Common Core Standards for English language arts and mathematics. As an original partner organization guiding the development of Common Core Standards, College Board staff served in multiple roles:

- Writing team for College and Career Readiness Standards
- Feedback group providing ongoing feedback and reviews of the K-12 standards
- Advisory group member (one of five organizations) guiding the Common Core initiative.

SpringBoard and Common Core

SpringBoard is well-aligned with the Common Core State Standards. SpringBoard has had this correlation completed by a reputable, independent, third-party provider of correlation services that has confirmed

that SpringBoard meets the Common Core State Standards. The College Board stands behind SpringBoard as an effective way for states to meet the rigorous demands of Common Core.

For both middle school and high school standards, SpringBoard provides a proven, coherent curriculum that allows schools to meet the Common Core Standards. These standards describe the important “processes and proficiencies” that are of long-standing importance in mathematics education, including the NCTM process standards and the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up.

The following paragraphs outline how SpringBoard Mathematics fully addresses these Standards for Mathematical Practice.

1. Make sense of problems and persevere in solving them.

SpringBoard supports students in this practice by providing reading strategies, scaffolded activities with contextual content, and leading questions that guide students to analyze problems and create plans for solving them.

2. Reason abstractly and quantitatively.

With SpringBoard students learn this important practice by creating multiple representations of problem situations. Students are required to communicate both verbally and in writing to explain their collaborative investigations of contextual problems that bring the real world of mathematics into the classroom.

3. Construct viable arguments and critique the reasoning of others.

Through professional development and the construction of activities, SpringBoard encourages a collaborative environment of student engagement in which all students participate by discussing specific problem situations, offering possible solutions, evaluating one another’s contributions, and collaboratively presenting arguments for viable solutions.

4. Model with mathematics.

With SpringBoard activities, students use contextual problem situations to “model with mathematics” as they create a variety of mathematical representations to support what they know, how they know it, and why it works.

5. Use appropriate tools strategically.

Students are encouraged to pursue a variety of avenues and problem solving strategies when seeking a solution. In the safe environment of the SpringBoard classroom, teachers facilitate the debriefing process to allow students to evaluate the efficiency of possible solution methods that help them learn to use mathematical tools strategically.

6. Attend to precision.

SpringBoard encourages mathematical precision through classroom discussions, presentations, and group interactions in which students explain their reasoning as well as the mathematical principles and terms supporting their arguments. In-depth study of mathematical terms and academic vocabulary plus tips for reading and writing math support students in precisely describing and using mathematical terms. Through formative feedback on embedded assessments, teachers provide students with specific actionable steps. Embedded assessment scoring guides in the student materials set expectations for accuracy and precision of work.

7. Look for and make use of structure.

SpringBoard activities require students to consider contextual problems, identify pertinent information, and conceptualize possible problem solutions by recognizing how mathematical elements connect and exhibit patterns.

8. Look for and express regularity in repeated reasoning.

Facilitated by teacher questioning, SpringBoard asks students to communicate in their own words their processes and products in solving problems. Students are also asked to evaluate the reasonableness of their own and others' solutions. SpringBoard has built into its materials a variety of structures to assist students in making connections, including learning strategies, math tips, multiple representations, communication, and debriefing.